DOCUMENT RESUME

ED 102 430 95 CE 003 185

TITLE	360 Degrees Project: Final Report of 1972-73. National Career Education Television Project.
INSTITUTION	Wisconsin Univ., Madison, Univ. Extension.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jun 73
GRANT	OEG-0-72-5230
NOTE	43p.
EDRS PRICE	MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS	*Adult Programs; *Career Choice; *Career Education; *Information Dissemination; Information Services; *Mass Media; News Media; Publicize; Radio; Television

ABSTRACT

Project 360 Degrees was a mass-media, multi-State, one-year effort in adult career education initiated by WHA-TV, the public television station of the University of Wisconsin-Extension, and funded by the U.S. Office of Education. The overall goal of the project was to provide, through a coordinated media system, information and motivation that would enable less educated adults to make informed choices about their life careers. WHA-TV produced 26 magazine-format, color television programs, 26 three-and-a-half minute radio programs, 13 issues of an easy-to-read newspaper, and varied promotional materials. Project 360 degrees became a national effort through a consortium of agencies representing 13 States. Additional media, such as telephone action lines, and personal contacts were added in some States. It was recommended that more time, money, and relevant facts were needed for the television programs. A summary of reports from the consortium States, audience responses, a reprint of an article from Manpower magazine describing the project and the proposal evaluation of Project 360 Degrees are included. (Author/BP)

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360° PROJECT

FINAL REPORT OF 1972-73

NATIONAL CAREER
EDUCATION TELEVISION PROJECT

JUNE, 1973

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ABSTRACT

Project 360° was a mass-media, multi-state, one-year effort in adult career education initiated by WHA-TV, the public television station of the University of Wisconsin-Extension, and funded by the U.S. Office of Education. The overall goal of the project was to provide through a coordinated media system information and motivation that would enable less educated adults to make informed choices about their life careers. With funds of $257,000, WHA-TV produced 26 magazine-format, color television programs, 26 three-and-a-half minute radio programs, 13 issues of an easy-to-read newspaper, and varied promotional materials. Project 360° became a national effort through a consortium of agencies representing 13 states. Through consortium efforts, the television programs were aired on 26 stations in twelve states, radio programs were broadcast on 47 stations in seven states, and over 20,000 copies of each 360° Grit, the project newspaper, were distributed. Additional media, such as telephone action lines, and personal contacts were added in some states. A variety of extensive promotional and utilization efforts were carried out in all states.

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PROJECT OVERVIEW

Project 360° was a mass-media, multi-state, one-year effort in adult career education initiated by WHA-TV, the public television station of the University of Wisconsin-Extension, and funded by the U.S. Office of Education. This overview will summarize the project with the convenient systems analysis terms, input, throughput, (or process) and output.

Input

There were four basic inputs which created Project 360°:

1. The delivery system pioneered and tested in the 1969-72 RFD Project of WHA-TV in which television, radio, print material, telephone, and home visits were utilized to teach life-coping skills to rural adults.

2. Participation and support of agencies in 13 states which became members of the Project 360° consortium. These states and agencies included:

   Alabama: Human Resources Program of the Top of Alabama Regional Council of Governments, Huntsville,

   Arizona: Arizona State University Bureau of Broadcasting and University Extension, Tempe,

   Georgia: University of Georgia Extension, Athens,

   Illinois: Chicago City College System and the Uptown Community Organization, Chicago,

   Maine: University of Maine Bureau of Vocational Education and Comprehensive Health Planning and the Maine Public Broadcasting Network, Orono,

Michigan: Consortium 8 (Upper Michigan Community Colleges) and Ferris State College, Big Rapids,

New Jersey: State Department of Education and the New Jersey Broadcasting Authority, Trenton,

New York: State Department of Education, Bureau of Mass Communications, Albany,

Oregon: State Board of Education, Salem,

Pennsylvania: Pennsylvania State University public television station WPSX-TV, University Park,

Tennessee: Little Tennessee Valley Educational Cooperative, Alcoa,

Virginia: Northern Virginia Educational Television Association, Annandale, and

Wisconsin: University of Wisconsin-Extension, Madison.

The organization meeting of the consortium took place in Madison July 17 & 18, 1972. There were no further consortium meetings, but there has been extensive contact between the consortium states and the Madison-based project staff through visits, telephone, memos and other correspondence.

3. The third input for Project 360° was a one-year grant of $257,000 from the U.S. Office of Education. The grant was made in response to a proposal for a "regionally oriented RFD project emphasizing Career Education," including:
   * A weekly half-hour magazine format television program
   * A weekly 3 1/2-minute radio program
   * A practical information and feedback content system

* A bi-weekly follow-up "RFD Almanac" printed materials system
* An optional ACTION LINE problem-solving and referral system
* An optional home-visit program administered in cooperation with local and state agencies
* A broad promotional and publicity campaign using commercial and public facilities
* A local evaluation design to assist participating agencies in assessing program effectiveness

4. The fourth input was staff and equipment of WHA-TV and resources of the University of Wisconsin-Extension. Input also came from
   -- a professional advisory committee, made up of University of Wisconsin System faculty and staff of the Wisconsin Department of Vocational, Technical, and Adult Education
   -- a participant advisory committee made up of representatives of inner city educational and community agencies. Ethnic groups represented included Black, Puerto Rican, Mexican-American, Native American, and Polish-American.

Throughput

Throughput in systems analysis means the process of transforming input into a product or service. In Project 360° there were two levels of throughput:

The first level consisted of WHA-TV production efforts which resulted in 26 half-hour color television programs; 26 three and-a-half minute radio programs; 13 issues of an easy-to-read newspaper, 360° Grit; promotion aids including posters, radio and TV spots, photo-ready copy for newspaper ads and brochures, and pre-broadcast and weekly news releases.

Television production began in September, 1972 and was completed in May, 1973. Two types of segments made up the magazine-format shows: short "mini-documentaries" filmed in various locations around the nation and productions in WHA studios. The mini-documentaries covered both ordinary people working at a variety of occupations and celebrities, such as Piri Thomas, the Puerto Rican author, and the Rev. Jesse Jackson of PUSH; educational programs which aid adults to improve their employment prospects, and self-help, grass-roots organizations in which people work together to improve their eonomic and occupational situations. The studio productions attempted to get across, in an entertaining manner, facts about job-hunting, resumes, applications, interviews, labor laws, getting along and getting ahead on the job and consumer protection facts. Also used were cuts from films already produced, such as the U.S. Department of Labor film on labor laws, "Lamps in the Work Place."

For further details, see Appendix B - Rundowns for TV Programs.

The Project newspaper, 360° Grit, expanded the emphasis on information and insights which could enable readers to make informed choices about their life careers.

See Appendix C - Summary of contents of 360° Grit. Each issue featured one occupational cluster, which was personified by an individual working in one of the occupations. A high degree of personalization of the job and training information was made possible by extensive use of telephone interviews, many arranged by representatives of consortium states, and of free-lance photographers in the same location as the interviewee. Thus, though no travel money was used for newspaper production, 360° Grit had the content of a national publication.

A number of the 360° radio programs also used the telephone interview device to add human interest. WHA Radio recording facilities made this possible.

The second level of throughput, or process, consisted of consortium state activities.

These activities included dissemination of the Madison-produced media--TV, radio, and print; additional TV and radio production; additional system elements--telephone and home visits; promotion and utilization, including mobilization of target audience agencies and media publicity.

For state-by-state details see the Summary of Reports from Consortium States.

As of this date the 360° television program was being aired on 36 stations in 12 states. The radio programs were being broadcast on 47 stations in seven states. (In Arizona the programs were regularly translated into Spanish and Navaho.) Over 20,000 copies of 360° Grit were being distributed. (New York did its own printing of 10,000 copies for distribution in Buffalo.) Six consortium members produced local segments and adaptations of the national TV program for local broadcasting: Arizona, Chicago, Maine, Michigan, New Jersey, and New York. Some of these segments were incorporated into later national 360° programs.

Though there was no complete replication of the original RFD delivery system, the promotion and utilization efforts in at least two areas -- Uptown Chicago and Buffalo, New York -- came close.

For details, see article written for Manpower Magazine.

Both these areas had extensive promotion through media and through contacts with a wide number of community agencies. They also had the most use of telephone action lines, although no home visits. One interesting innovation in promotion was announcement about Project 360° over public address systems in 210 supermarkets in Buffalo.

were mixed, though it seems that wherever an effort was made, small town radio stations especially welcomed the programs. Arizona, for example, got the program on 15 stations, and Michigan 21 stations. Reaction to 360° Grit was uniformly positive and usually enthusiastic.

More information on the number and reactions of project participants will be available when studies now in progress in Buffalo, New York, Chicago, Chattanooga, Tennessee and Norton, Virginia are completed. These studies are being conducted by the Research and Development Complex of the State University College of Buffalo under a grant from the Corporation for Public Broadcasting. The studies in each area will include both structured interviews of a sample of the target population and a mailed follow-up of individuals who used the telephone service. (See page 34 - Proposal to Evaluate Project 360°.) Also a study of reactions to specific television programs and segments by some 2,000 adult basic education students is planned in New York City by the State Department of Education. Completion of these studies will go a long way toward determining the success of Project 360° in reaching, informing, and motivating the target population. In the meantime, we have some indications in the reactions of the professionals and in individual reactions as reported in the article written for Manpower Magazine.

Telephone numbers for information calls were given on the TV programs in several other states, but little use was made of the numbers. Contacts were made with viewers through home visits in two areas: Huntsville, Alabama and Norton, Virginia. Both these efforts were part of a Home Start program in which visitors already were making regular contacts.

Output: Long- and Short-Range

The immediate outputs were products--ready to broadcast television and radio programs, newspaper issues--and services--the programs on the air, the newspapers delivered, telephone questions answered, contacts made with viewers in homes or classes. Outputs in a long-range sense are less tangible and more difficult to determine: increased awareness, knowledge, action on the part of participants. As this report is written, there is a good deal of evaluation of short-term outputs, but very little information about long-range output.

Most of the evaluation now available on the quality of Madison-produced media comes from professionals in adult education and educational television. Their reaction to the television programs is mixed. Generally they found the film segments far more acceptable than studio productions. The most negative reactions were from northern rural areas, such as northern Michigan and Maine, where it was felt that programs designed to appeal to primarily black, urban audiences were inappropriate for white, rural groups. Reactions to the radio programs also

The Future

It seems unquestionable that there will be continued use of the Madison-produced Project 360° media elements to at least as great and possibly greater extent than to this date. Several states are planning rebroadcasts of the television programs starting in the fall of 1973. Along with television, there will be further use of the radio programs and distribution of 360° Grit wherever issues are available. The Public Broadcasting Service plans to air a shorter, re-edited version of the television series starting in January 1974. Some states dubbed the television programs on cassettes for use in schools and manpower centers.

Two of the original consortium states--Georgia and Pennsylvania--plan to implement the project for the first time in the fall.

In Pennsylvania implementation of the project is contingent upon funding of a proposal to the Appalachian Regional Commission for utilization and promotion. Plans call for a full-time coordinator and airing of the television programs on the seven stations of the Pennsylvania public television network.

Recommendations

Consortium representatives were almost uniformly positive about the overall project concept and wished to see the project continued, incorporating the lessons learned this year. Their recommendations fell into three general categories:

1. More time is needed for television production -- or fewer productions should be attempted. It was felt that the television production scheduling for this year was not realistic, which resulted in inadequate time for feedback on content, previewing programs, reacting to scripts and treatments, planning for local productions, communication between consortium representatives and WHA staff.
2. More money is needed for local utilization and implementation.
3. Content of television programs should center around bread-and-butter topics of hard facts related to occupations with a broad appeal to less educated adults in all kinds of situations and backgrounds.

Given a similar amount of funds and time schedule, it would seem wise for another such project to aim at producing fewer television programs and follow a revised schedule which would allow:

1. More time to plan and coordinate content for the three media.

2. Six to eight weeks orientation of television, radio and newspaper producers in career education content and objectives and target audience life styles.

3. Time for something approaching a consensus on content and goals by all project staff and consortium representatives.

SUMMARY OF REPORTS FROM CONSORTIUM STATES

I. Utilization of Components

1. Television programs:

Stations - Locations	Potential Audience (estimated)	Starting Dates
Alabama: 9 ETV stations	1,200,000	February 7
Arizona: KAET-TV, Tempe	1,500,000	Feb. 6 - July 31
Illinois, Chicago: WTTW)		February 10
(44) WMNF)	2,000,00	May 14
Maine: WMEB, Orono)	800,000	March 14
WMEM, Presque Isle)		
WMED, Calais)		
WCBB, Augusta)		
Michigan: WMVT, Cadillac)		
Ch.10, Sault St. Marie)	2,000,000	March 4
WTVS, Detroit)		
WMSB E. Lansing)		
Minnesota: KTCA, St. Paul	3,000,000	Jan. 29 (no utilization)
New Jersey: WNJT, Trenton)	3,000,000	
WNJS, Camden)		
New York: WNED, Buffalo)	1,200,000	
WCNY, Syracuse)		
WXXI, Rochester)		
Oregon: KOAP, Portland)	1,200,000	March (programs #1-13, this spring, rest in fall)
KOAC, Corvallis)		
Tennessee: WSJK, Knoxville	500,000	Feb. 4 - June 24
WTCI, Chattanooga	400,000	Feb. 8 - June 28
WSJK, Norton, VA (cable TV)	175,000	Apr. 22 - June 24
Virginia: WNVT, Annandale	1,500,000	January 2
Wisconsin: WHA-TV, Madison)		
WMVT, Milwaukee)	1,000,000	January 10
WMVS, Milwaukee)		
WPNE, Green Bay)		

Total Stations - 36 Total potential viewers - 19,475,000

Local segments were produced in the following:

Arizona
Chicago
Maine
Michigan
New Jersey
New York

2. Radio Programs: Stations per state

Alabama: Not used; may use them in the fall
Arizona: 15 stations; translated into Spanish for some stations
Chicago: Not used
Maine: WMEH-FM - public radio
Michigan: 21 stations through northern Michigan
Minnesota: Not used
New Jersey: WWDZ, Vineland (only station out of ten from which response to pilot program given)
New York: 5 stations in Buffalo, one Black
Oregon: KOAC-FM, Corvallis: KOAP-FM, Portland; broadcast embedded in another program
Tennessee: WNOO, Chattanooga; Norton, Virginia station
Virginia: None
Wisconsin: None

Total stations - 47

3. Print materials

360° Grit

Alabama: 1,000 copies distributed to all ABE classes in state

Arizona: 2,250 copies distributed to state vocational schools New Careers programs, Spanish organizations, Indian reservations, manpower programs

Chicago: 1,000 copies available for pick up at various Uptown agencies

Maine: 1,000 copies being held for fall showing of 360°

Michigan: 1,500 copies - 100 sent to each cooperating community college; 200 mailed to target audience mailing list at Big Rapids

New Jersey: 1,000 copies

New York: 11,000 copies in state: 10,000 distributed in Buffalo through supermarkets, Black newspaper 400 to NY Extension agents; 200 in Syracuse, 300 in Rochester

Oregon: 1,000 copies to 150 Adult Basic Education teahers for students, also to other social service agencies

Tennessee: 1,000 copies to 15 high school libraries in eastern Tennessee and to Adult Education Centers in Chattanooga

Virginia: 1,000 to six county library systems, manpower agencies, schools, other agencies

Wisconsin: 1,000 to county extension agents for distribution to schools, manpower agencies, libraries, etc.

ZIEGLER COLUMN REPRINTS:

Alabama: Sand Mountain Reporter, Scotsboro Daily Sentinel, DeKalb County Times-Journal

Arizona: none

Chicago: none

Maine: Courier-Gazette, Rockland; Republican Journal, Belfast; (one other)

Michigan: Big Rapids Pioneer

New Jersey: none

New York: Buffalo

Oregon: none

Tennessee: Maryland-Alcoa Times

Virginia: Fauquier Democrat, Warrenton, VA; Journal-Messenger, Manassas

Wisconsin: none

4. PROMOTION MATERIALS

Information may not be complete because of wide dissemination of materials in some states. Publicity efforts varied from nothing in Minnesota (not a consortium state) to full-scale efforts among the target audience in Buffalo, NY and the Uptown area of Chicago. Some use

was made of all items in the promo kit, except the photo-ready copy for a brochure. So far as can be determined, none of these were printed. State by state details:

Alabama: Radio spots used on "some" stations.
Posters widely distributed.
News releases sent to county newspapers.

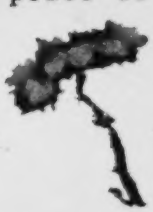
Arizona: Radio spots sent to local stations.
TV spots used on commercial channel.
Posters distributed to 30 local manpower training centers.

Chicago: Heavily promoted through two local radio shows with strong target audience following. (spots not used)
Little use of posters - "big beautiful poster that doesn't say anything."
Extensive promotion through Uptown community organizations.

Maine: Produced own radio spots for Maine public radio.
Produced own TV spots. Didn't like those produced at WHA.
Rewrote news releases.
Designed own brochure and distributed 5,000 copies.
Extensive contacts with social agencies in Maine.

Michigan: Local publicity and utilization programs collapsed because of negative reactions to first three TV programs. except for the following at Big Rapids (Ferris State College)
Radio spots in Big Rapids station.
Paid newspaper ads.

New York:
Buffalo Radio spots on 18 stations.
Newspaper ads in two local papers.
Exhibits at veterans' career fair.
Announcements "beamcast" in 210 supermarkets.
1,500 posters mailed to service agencies, public buildings, private businesses, placed in 140 busses on selected routes.
Press and community agency luncheon held prior to opening of series.



Oregon: No information on radio and TV spots.
Posters sent to all state ABE agencies and distributed to many social agencies in Portland area. (Part-time person employed in Portland to make these contacts.)
Project 360° promoted through items in public utilities news pamphlet sent with all utilities bills.

Tennessee: Radio spots used on Chattanooga Black station.
TV spots used on channels airing program.
500 posters distributed to eastern Tennessee high schools, Chattanooga adult education centers, through TV stations.
News releases sent to Maryville-Alcoa Times.

Virginia: Radio spots not used.
Used TV spots with own audio on Annandale station.
Posters sent to task force members for distribution.

Wisconsin: TV spots used on Madison and Milwaukee stations.
No radio spots used.
A few posters were distributed in Milwaukee.
Green Bay station representative remarked that the promo materials came with "no indication of how to use or what for."

New Jersey: Didn't use radio or TV spots.
Posters distributed through county adult education centers.
Comment: Posters didn't say much; added label with local information.
News releases were useful in writing others.
Needed more than one photograph. Releases sent to all local newspapers and to TV Guide.

5. TELEPHONE ACTION LINE

Alabama: None

Arizona: None

Chicago: The Uptown Community Organization number was inserted in the television programs and telephones were manned 24 hours a day. This number also is promoted through the organization's radio programs and in other ways; thus the 75-90 calls received weekly cannot be attributed only to the 360° program. Services provided through this action line include both information and referrals.

Maine: None this spring; hope to have funds for this when the series is rebroadcast in the fall.

Michigan: Numbers of all the cooperating community colleges were given on the TV program. At Ferris State there was an answering service on the number and all calls were hang-ups: nobody gave any information to the tape recorder.

New Jersey: Telephone numbers of adult education coordinators were listed and volunteers manned the phones two hours after the broadcast. Few, if any, calls came in.

New York: Buffalo had the only telephone action line which carried out all the features of the RFD model. "Career Line" had three telephones with live answerers and contacts with 50 cooperating agencies. When viewers called with questions, they were given information and their names referred to the relevant agency, which then contacted them. A written reminder form was sent to the agency with a copy to the viewer. Some 30-35 calls per week were received, mostly for career guidance and from people interested in changing their present jobs.

Oregon: The Portland Community College telephone information number was given on the program. This number provides general educational and occupational information to the public and has been functioning for two years. There is no information on 360° related calls.

Tennessee: In Chattanooga numbers of the adult education centers were given on the TV program; on the Knoxville station numbers were listed for the area employment service offices, and in Norton, Virginia, the number for the Educational Cooperative. There were a few 360° related calls at Chattanooga.

Virginia: Numbers of five different task force members were listed on the program each week, but practically no calls were received.

Wisconsin: The 800 telephone number of the state board of Vocational, Technical and Adult Education was given, but there is no record of any 360° related calls. The Milwaukee station received 8-10 calls regarding the program, primarily regarding appearance of Milwaukee individuals in various segments.

6. Personal Contacts with Viewers

Only two states had home contacts with viewers--Alabama and Norton, Virginia (through Tennessee). These were both part of a Home Start program, in which home visitors were already making regular contacts. Alabama also had adult education recruiters promoting 360°.

In Oregon there was extensive, systematic viewing of the TV program by Adult Basic Education classes (see comments below).

II. EVALUATION

These reactions came from consortium representatives, station education or utilization directors. They were requested to base their evaluations as much as possible on target audience reaction, though it seems obvious there was little systematic feedback from the target audience, except perhaps in Oregon. Nevertheless, these evaluations are largely based on reactions from persons who have extensive contacts with the target audience and thus are valuable in the absence of other data.

1. Television programs

Alabama: Program variety was liked, though the programs were "too Black". More specific job information was needed. (Kyo Jhin)

Arizona: Generally positive--film segments "excellent," studio pieces not liked as well. (Ted Christensen)

Chicago: Mixed reactions--entire series lacked continuity; evidence of condescending attitudes, overly middle-class values (HEART, for example); didn't like # 14- 17. Some film segments were too long, that is, any longer than 5 minutes. Employment Game added continuity, but began to run stale. Never used mime. Program #8 was trite and boring--not run. Segment about glamor jobs too middle class for Chicago's Uptown. (Iberus Hacker)

Maine: "Our greatest complaint was the lack of program material dealing with the subject, career education. There were precious few segments dealing with actual jobs and careers and corresponding educational opportunities...We were never able to understand why there were so many segments dealing with side issues of poverty or even irrelevant matters and so few segments dealing with the subject of career education as explained in the original 360° project materials. Of course,

we also felt that the bread-and-butter problems were sacrificed to problems of social conscience, i.e., employment and poverty of Blacks in the inner cities...But our biggest complaint remains that the series danced around and never really got down to the point." Film segments: The job and career oriented segments were most useful. The least useful (for Maine) were segments concerning exclusively black and urban inner city situations. Studio pieces: production quality poor in most cases. No one liked Employment Game, but used them because we had to. Mime: "terrible". Mr. T and Straight Dope were not used. (Fritz Lyon)

Michigan: Programs were generally off base for the audience; not too relevant. First three programs caused a loss of interest by Consortium 8, and resulted in abandonment of utilization plans, except at Ferris State College. (Garnett Stewart; Dick Harris)

New Jersey: Film segments generally superior to studio pieces, though erratic in quality. Half the Employment Games were valuable; Mime was totally useless. Liked the Song and Dance, but doubted if they were understood. David Canary piece and credit bureau piece good. Program time lengths were too variable, and at least one program ran over 30 minutes. Thematic programs were good-- easier to promote. (Ron Kanter)

New York: Six of the ETV stations dropped out after viewing the first three programs; leaving three to air the programs. Over-riding criticism from professionals: negative overtones and lack of positive elements and motivation. Concepts needed to be tied together better; punch lines were needed, some ideas were hard to follow. Too gloomy and negative. Film segments were generally well received, though didn't like OIC repeat or segment on child labor. Employment Games were not liked; reaction to mime mixed. (Jerry Bates)

Oregon: Programs didn't come across, didn't have the appeal of RFD, were not relevant to students' needs, over their heads. (Cliff Norris - based on reports from ABE classes which regularly viewed the program.)

Tennessee: Generally positive; film segments were liked best, mime the least, Employment Games fair.

Virginia: Fairly positive. Liked thematic shows. However, felt programs generally were "too elementary, too cute, condescending." Task force members felt people didn't identify with show biz people. Liked personal stories. Employment Games considered too elementary, condescending. Didn't like segments about Schlitz, Hamburger U, Marriott, because latter two don't have the best reputation in this area.

2. Radio Programs

Alabama: Didn't use them.

Arizona: Liked programs # 1-9 better than 10-26.

Chicago: None used yet. May use those with dialogue later. Good content.

Maine: Used the radio programs mainly as plugs for the TV programs, though didn't feel they were generally well produced or well conceived.

Michigan: Radio stations (21) liked the programs; termed the best PSA spots available. Programs were right length.

New Jersey: Length bad. One minute spots would be best.

New York: No information.

Oregon: No feedback.

Tennessee: Programs 10-26 better than 1-9.

Virginia: Not used.

Wisconsin: Not used.

3. 360° Grit

Alabama: Favorable reactions.

Arizona: Extremely useful; many requests for more copies. Christensen's personal opinion is that the content needs more variety.

Chicago: Strongest of the three WHA-produced media. Get postcards from people who want copies mailed regularly, some even sending money.

Maine: By far, GRIT was the best component of the program; well written and informative. The newspaper had everything the TV show didn't.

Michigan: Except in Big Rapids, there was not enough response to the TV program to distribute GRIT. In Big Rapids the response was positive.

New Jersey: Feedback not available.

New York: "If only the TV program were as good."

Oregon: Greatest contribution of the project. Used in ABE classes.

Tennessee: Good reaction from high school students and adult students. Widely enjoyed.

Virginia: GRIT was liked.

4. Major project problems:

Alabama: Didn't get tapes on time.

Arizona: Need funds for local utilization.

Chicago: No problems mentioned.

Maine: "We felt the program quality was generally poor. We re-edited the programs; the first few especially were re-edited extensively. We felt the lack of sufficient allocations for publicity. Our biggest headache was the continued lack of communication and cooperation from the 360° staff in Madison, when we were told that this would be a cooperative "consortium" effort. We felt continually frustrated by the lack of a sensible process of input for consortium members."

Michigan: Content of first few programs killed the utilization plans. Three of the community colleges withdrew support from the project after previewing the first few programs. Didn't like "protest" elements.

New Jersey: Didn't have the shows far enough in advance to plan for local production.

New York: Script lead time was impractical, and treatments were too general for feedback. Original planning was promising, but production didn't really get off the ground, except for the newspaper.

Oregon: Unhappiness with content of television programs.

Tennessee: No statewide TV network. Lack of cooperation from local agencies. Lack of money for implementation.

Virginia: Lack of funds for promotion.

5. Suggestions or Comments

Alabama: Need funds and facilities for local action line and local production.

Arizona: Various elements of the project need to be tied together.

Chicago: Didn't like the name 360°. Need system for previewing the programs before they come in on quad tape.

Maine: Change the title.

Michigan: Would like to see the project started over. Comments of the consortium members were not listened to. There should have been another meeting of the consortium.

New Jersey: The project idea was excellent. New Jersey would like to do more production, but needs more money.

New York: No further comments.

Oregon: The project was a very courageous effort. Fact that effort was made is appreciated.

Tennessee: The project idea is good, but money is needed for local implementation.

Virginia: No further comments.

ARTICLE FOR MANPOWER MAGAZINE

by JAN GAMS

One Sunday morning last spring, a young black veteran in Chicago made a phone call to a number he had just heard on the radio. "I've been all over town looking for a job and I can't find one," he told the person at the other end. "I've got an undesirable discharge from the army and no one will hire me." As a result of his call, he not only has a job, but is appealing his dishonorable discharge with the help of a Chicago veterans' group.

In Portland, Oregon, a reading instructor looked for ways to help one of his students, a 25-year-old chicano whose right arm was partly paralyzed and who had a tendency to be easily discouraged. During one teaching session, he handed the man a small, easy-to-read newspaper and asked him to read one of the stories. "Here's the story of a man who thought he had a 69 IQ, who was in prison and had more troubles than he could handle, but who decided this wouldn't stop him. He went through college and made straight A's." The newspaper alone didn't do the trick, but the man's attitude did improve.

In Buffalo, New York, a 45-year-old housewife watched a certain television program every Wednesday night "because it showed so many different variations of careers." She wanted to go back to work, but needed a job skill. She called the telephone number given on the show, asked for information about training programs for adults and received a booklet explaining local vocational programs. "I'm interested in baking or sewing courses, and in getting the high school equivalency certificate," she said.

Also in Buffalo, a 19-year-old high school dropout in his third month of unemployment spied an advertisement in the help-wanted columns of the Buffalo Evening News:

> ADULT CAREER EDUCATION. Learn about new careers and new opportunities in today's world. Watch Career 360°, 12 noon Tuesday, 9:30 Wednesday nights. And call Career Line 881-5100 for career information.

He called Career Line and was contacted by several manpower training agencies in Buffalo--agencies he didn't know existed. "There are a whole lot of organizations out here that people don't know about!" he enthused.

That is one of the reasons Project 360° came into existence. And these are just a few of the people it helped.

Project 360° was a career education program for adults. It used television, radio, a newspaper, and other components to reach adults at home. Between January and August of 1973, it covered--in whole or in part--the 12 states of Alabama, Arizona, Illinois, Maine, Michigan, Minnesota, New Jersey, New York, Oregon, Tennessee, Virginia, and Wisconsin. Georgia and Pennsylvania are scheduled to participate later this year.

Although career education has been a major thrust of the U.S. Office of Education for the past three years, most programs have been directed to the nation's school children. Adults have received little attention. Yet adults want and need career information. In fact, they ranked vocational subjects first in a recent survey of their learning interests. What is more, the average working man changes jobs seven times in his lifetime; more wives and mothers work than ever before; many adults have had to change careers--a trend that is expected to grow; and jobs themselves are expected to change drastically in the future.

Obviously, the need for career information does not end at age 18.

What adults don't know can hurt them. The nation has thousands of manpower programs, courses, and agencies for adult career development; many adults don't know they exist or what they offer. There are over 21,000 different occupations today and new ones appear almost overnight; most adults probably could not name more than 100. New laws have been enacted to protect workers against unfair employment practices; many adults don't know their rights or how to defend them.

Job training, occupations, and laws were just a few of the areas covered by Project 360°. "You can't make a choice you never heard of" was its motto. Although any adult could benefit from its information, its target population was the person age 18 and over who had not finished high school.

The high school diploma is the educational norm of the nation, yet 35 of every 100 adult Americans are without one. They are at a distinct disadvantage when it comes to getting a job, much less a challenging one, and they often face barriers to job advancement when promotion evaluations include educational attainment. Many adults are unaware of the resources available to get a high school diploma or its equivalent. Some shun classrooms to avoid the failure they experienced as youngsters. Many fear taking tests or even taking a chance.

Many persons drop out of school because of a lack of money, poor motivation, or inability to learn basic skills such as reading, writing, and arithmetic. As adults, many lack the competencies to engage in productive work or success in training courses that are currently available. They are least likely of all adults to take advantage of remedial and educational resources in their community; many studies of adult enrollments have shown that the less education an individual has, the less likely he is to seek additional education. And as age increases, enrollment in vocational-technical programs goes down. A home-based media delivery system has the potential of reaching those adults who are hardest to reach.

One aspect of success--availability--is almost assured since over 95 per cent of all American homes contain a television set today, and even more contain radios.

Broadly speaking, the goals of the project were to make adults aware of the range of occupational opportunities; help them attain a realistic appreciation of their needs, interests, abilities, limitations, and potential; increase their awareness of available educational opportunities; and use their greater awareness to improve their occupational situations--by getting a job or a better job, solving problems on the job, enrolling in an appropriate educational program, advancing on the job through a pay raise or promotion, and so forth. The project's information also could help parents guide the career development of their children.

The project introduced adults to occupations that have a future, can be entered at a low level of skill, and can be developed into careers. It outlines occupational duties, training, career ladders, and salary ranges. It provided basic tips on how to fill out application forms, interview for a job, take tests, move up on the job, use employment agencies, get job counseling, find out about financial aids for education, and avoid useless training--among other things. It told them about manpower programs and agencies that train and place adults, and introduced them to other adults who had used these services, and who had learned and improved their lives despite age, lack of education, or fear of failure. It told them about the laws of garnishment, equal employment, and discrimination, and about the services of community colleges, vocational and technical schools, and manpower training programs.

Project 360° began in July of 1972 under a one-year, $257,000 grant from the U.S. Office of Education to the University of Wisconsin-Extension Television Center in Madison, Wisconsin.

The Center produced three national media for the project:

* a series of 26 weekly half-hour color television shows;

* 26 weekly 3 1/3-minute radio programs; and

* 13 issues of an easy-to-read biweekly newspaper.

Between January and August of 1973, 35 public and commercial television stations aired the television show one or more times a week, and an estimated 75-80 radio stations broadcast the weekly radio programs. Under terms of the project, each state received 1,000 free copies of the newspaper to distribute; the press run quickly rose from 15,000 to 29,000 copies during the first month, including 10,000 reprinted in New York.

Combining mass media for adult information or education is not new. It began in the 1950's, with the basic premise that an integrated media educational program, in which each medium reinforces the others, would make the greatest impact on the adult. Project 360° itself was an outgrowth of an earlier Center project entitled RFD, or Rural Family Development. Between 1969 and 1972 RFD developed and tested a flexible information delivery system consisting of television, radio, print, telephone and home visits to teach life-coping skills to rural adults living within the radius of the WHA-TV signal. Both projects were directed by Boris Frank, special projects director of WHA-TV, the Center's educational station.

"Since mass media are voluntary," Frank said, "and no adult can be forced to watch a television show, read a newspaper, or listen to the radio, the success of a project like 360° depends on its ability to ATTRACT adults.

Because project 360° was entirely voluntary, the adult's self-concept as a self-directing person was not threatened. To motivate adults to watch 360°, most states promoted the project with television spots, radio spots, and newspaper advertisements. In addition, the television programs made an effort to present entertainers and other "name" personalities that would appeal to the target population, using the "stars" in ways that related to the project goals, including enhanced self-concept, in the case of minorities.

An educational program for adults has to be voluntary, Frank stated, because an adult tends to resist learning to the extent that his self-concept as a self-respecting, self-directing organism is threatened or violated.

"We were mindful of certain characteristics of adult learners as we developed the delivery system," Frank said. "We know that an adult tends to value learning to the extent that it is valued by persons in his culture who are important to him. Those persons usually are family and friends. Project 360° couldn't be that personal, but we did present adults with whom the target population could identify, such as civic or ethnic leaders, and persons who might live next door, down the block,or in the community. We presented persons who were trying to overcome the occupational handicaps of race, sex, prison or hospital records, addiction, retardation, physical handicaps, poverty, and low educational attainment."

Adult educators have found that adults tend to be problem-centered in their approach to learning, and typically enter further education to get help in dealing with life's problems, rather than to master a subject for its own sake. Adults also tend to internalize new learnings to the extent that they are able to incorporate them into experience. Project 360° could capitalize on both findings by presenting practical, down-to-earth information relating to jobs and career problems.

"RFD and Project 360° treated adults with dignity and respect," Frank Said. "We avoided traditional pedagogical methods, such as blackboards, charts, lectures, teachers, tests, and so forth, which would have motivated adults to avoid the media. Instead, we tried to adopt those media forms that adults were accustomed to and used readily."

During the planning of RFD, an assessment of the media habits and preferences of the local target population showed that adults preferred to watch fast-paced news and public affairs programs on television. Project 360°, like RFD, incorporated this finding into its media format.

The 360° television show contained 10 to 13 different segments ranging in length from three seconds to ten minutes, using the "magazine" format of the news and such shows as "Sesame Street" and "Laugh-in". Television crews filmed segments in the studios of WHA-TV, the public television station associated with the Center, and in cities, towns, and villages throughout the nation.

Variety was the key. Some shows contained mini-documentaries of training programs and lives of persons from the target population. There were stars like David Canary of "Bonanza" fame, Melvin Van Peebles, and Piri Thomas, a Puerto Rican author. There were community leaders like Marcos Munos of the United Farm Workers, who is responsible for organizing the lettuce boycott on the East Coast, and

Jesse Jackson of Operation PUSH in Chicago, who strives to increase black pride and minority hiring. For a change of pace, some shows featured Professor Irwin Corey joyfully rambling about job-related topics like "money" and "education," and most shows contained "The Employment Game," a dizzy, unpredictable take-off on the television quiz show.

The fifteenth show of the series included the following major segments, for example:

A mini-documentary about Opportunities Industrialization Centers, a job-training and placement program with 90 centers in the nation, opened with a young black man drinking coffee in a restaurant and talking about his life on the streets, in detention homes, in prison:

> "...and one thing good about being incarcerated is that I did have time enough to think, to evaluate myself... I saw that there was definitely a place in life for me. There was a purpose to life...The next step was to more or less make amends where I could...Upon my release I decided that I would check into the advertisements on OIC to find out what the organization was about..."

The camera moved behind the scenes into an OIC intake interview, training classes, and shops, while several trainees explained what they were getting from OIC. Rev. Leon Sullivan, the charismatic founder of OIC, spoke of the OIC philosophy that helps minorities get the "green power" they need more than "black" or "brown" power.

OIC was followed by a light-hearted, 20 question, true-or-false quiz about aptitude tests that solicited viewer participation while correcting some common misconceptions.

A six-minute documentary introduced Ed Shirley, the first blind graduate of a private training school for motorcycle mechanics. Shirley was shown at work repairing a cycle, and at home, discussing the handicap he shares with his blind wife. In Shirley's words, a handicapped person is not someone who is blind, necessarily, but someone "who has given up the will to live and to try."

"The Employment Game" was the final segment of show 15. In this episode, host "Happy Huxter" introduced "the all-purpose man," a guy loaded with job skills but no diplomas, who interviewed three potential employers for a job and quickly targeted on one in an employee-owned shop that would give him a wide range of tasks and a share in profits and management.

Like the television show, the 3 1/2 minute radio programs used a fast, bright "magazine" format. It was hosted by Jim Mader, a veteran radio and television personality in Madison.

"Check into your pension rights," Mader advised listeners in program 14. "...make sure you understand what happens if you change jobs, if you leave the job before a certain age... what happens if the company is sold or merged. You have a right to precise information about your pension rights and obligations....." On another aspect of retirement income, Mader told listeners exactly how to find out the amount of Social Security benefits they are entitled to.

The project's four page biweekly newspaper, called 360° Grit was highly illustrated and written at a low reading level. Each issue contained a feature about an occupation, the story of someone in one of the jobs, and a column by professional job counselor, Ray Ziegler, of Dundalk Community College in Maryland. Issue No. 7, for example, contained stories about: Emmanuel Walstrom of Minneapolis, Minnesota, whose pension was cut by plant merger; common problems of persons and remedies suggested by the Senate Labor Committee; two Mexican-Americans in San Antonio, Texas, who got financial assistance from the Small Business Administration to buy a supermarket; the vast array of assistance offered by the SBA; the planning and personal qualities necessary to start your own business; the many different programs for learning how to read; Ivey Fleming of Huntsville, Alabama, who was learning how to read from scratch at age 53; the relationship between longevity and productive work, based on findings of the "Work in America" study; the most common factors leading to business failures; "Your Future Is Now," a televised course to prepare adults for the high school equivalency examinations; the cultural and generational basis for work women may and may not do; and columnist Ray Ziegler told about "June," who conquered her fear of tests in order to get a civil service job.

Certain agencies in the 12 states were responsible for 360°. In some, it was the state department of education, state television network or station, university extension, an independent adult education agency, or two-year and four-year colleges. Most coordinated their efforts with other manpower and educational agencies in each state.

In most states, the responsible agency used and modified the three national media to reflect relevant local or regional factors such as race, population density, availability of manpower programs, and other factors. In some cases, they substituted national television or radio segments or shows with local ones. In most cases, they added one or more components such as local television or radio segments, home

recruitors or other personal contact, telephone action lines, and booklets and pamphlets.

Each of the 12 states was responsible for its own evaluation of the project. Results of a three-state evaluation financed by the Public Broadcasting Corporation and coordinated by the Research and Development Complex of the State University College at Buffalo, New York, will be available later this year. This evaluation is directed to users of telephone action lines, and asks them to evaluate the project's services and media, not whether they got a job, went into training, or other actions they took as a result of the program or media. In addition to this evaluation, PBS may offer a re-edited version of the television series to educational stations throughout the nation.

The following experiences illustrate how the project media were used in three different settings. All three added telephone lines.

Ferris State College in Big Rapids, Michigan, was one of seven colleges responsible for 360° in Michigan. It hired a project coordinator, set up advisory committees, installed a 24-hour telephone line, and produced its own television segments. Two commercial stations aired the television shows, two radio stations broadcast the radio shows; and 100 copies of the project newspaper were mailed to clients of social service agencies. In addition, a group of volunteers followed up inquiries stemming from the project and informed adults about training and other resources available in Big Rapids.

"When we found a segment in the 360° television program that was not applicable to our geographic region, we told the commercial stations to stop the broadcast at that point and insert our local production," said Thomas Cook, head of the Ferris State College implementation. "We localized the television show by producing a three-minute identification spot."

In one local television production, for example, the staff interviewed an automotive repairman who told about his job, why he chose it, how he got into it, and where he got his training.

As part of its efforts, the Ferris State project identified a need for semi-skilled welders in the city. The school gave aptitude tests to a group of welfare recipients and began special training courses in welding.

"We see a lot of spin-off from Project 360°," Cook said. "Some are intangible, such as the improved relationship between the community colleges. It's improved our relation-

ships tremendously--led to audiovisual workshops for community college faculty and to basic teacher education workshops for faculty."

In Buffalo, New York, the city's educational station, WNED-TV, received a $5,000 grant from the State Department of Education for a demonstration project. The project called "Career 360°," was launched with an extensive publicity campaign that included a preview luncheon for the press and community agencies; posters to various agencies and on 140 busses; spot announcements on 18 radio stations; a career exhibit for veterans; announcements in over 200 supermarkets (reaching a potential audience of 1.7 million grocery shoppers each week); and classified ads in the "help wanted" and "schools and training" sections of newspapers.

The focus in Buffalo was "Career Line," a 24-hour telephone action line that put people in touch with the information and agencies they needed. The newspaper, radio programs, television shows and publicity called attention to it and tried to motivate people to call.

"Career Line" was ready with the services and pamphlets of hundreds of employment, manpower, and educational agencies. "We had to be prepared for anything," said Bob Krzemien, "Career Line" director. This included suicide prevention, venereal disease, and drug addiction.

"We got 30-35 phone calls a week, depending on the show," he said. "Some people just wanted to talk about their troubles, but many had specific job problems. They needed a job or help getting a job. We discussed the problem and I got in touch with the agency or agencies that could actually help solve it; the agency called the person back, and we did a follow-up to see that they at least got an interview."

"We got quite a few calls from people who wanted to switch careers," Krzemien said. "We got some calls for job placement, which we handled through manpower agencies in Buffalo."

Some callers wanted information about health fields, the GED tests, police and security work, broadcasting, construction apprenticeships, modeling, keypunch, bookkeeping, and many other fields. "We got some unusual requests," Krzemien said. "Where does one go to become a marine maintenance man? One woman wanted to become a professional horsewoman. We tracked this down to a college in Tennessee and directed her to library for current catalogs about riding academies and other schools."

The national television shows were localized with segments about training programs and personalities in the Buffalo area. After the OIC segment in show 15, for example, WNED-TV inserted a locally produced segment about the Buffalo OIC Center. Six radio stations (two rock, two country-western, one black, and one general) aired the weekly radio programs, and 10,000 copies of the project newspaper were reprinted and distributed in various ways, including a department store, bank, grocery store, and inner city newspaper.

In Chicago, the 360° media were used by Rev. Iberus Hacker to help the 110,000 residents of Uptown. Rev. Hacker, an unorthodox and media-wise minister from Tennessee, is president of the Uptown Community Organization (UCO), the hub of 127 social service agencies in this low-income area of the city. These agencies provide job counseling and placement, but they also provide food, shelter, and medical care; help for former mental patients, alcoholics, and ex-convicts; and help with marital problems, legal problems, and homosexuality. These are the problems that fester in Uptown.

Uptown is 110 littered blocks that are the port of entry to the American Dream for thousands of immigrants--Spanish-speaking, Appalachian, black, American Indian, East Indian, Oriental, and others. But the white southern migrants from the hills of Kentucky, Tennessee, and North Carolina, make it what it is--the most congested whirlpool of white poverty in the nation.

"The government has come in and spent $12 million a year in our neighborhood for the past 10 years," Rev. Hacker said, "and the problems are still with us as bad or worse than they were. Until people decide to solve their OWN problems and use their OWN resources, there is no way on earth they can do anything."

With a grant from the Illinois Junior Colleges Board, Rev. Hacker used the project to motivate people to act on their problems and to call UCO for any help they needed.

Two Chicago television stations aired the shows each week, and Rev. Hacker also produced several original television shows set in "Uncle Ugly's Coffee House" of UCO, where Uptowners sat around small tables and talked about their lives and how they were helped by Community agencies. Rev. Hacker and his assistant, Eddie Neece, told down-home stories, strummed and sang a few country tunes, and led the group in popular hymns. On a serious note, they talked about alcoholism, the devastation of strip mining, efforts to prevent Uptown landlords from locking out tenants illegally, and other problems.

"We're mostly just folks," Rev. Hacker told his viewers. "We're not trying to convince people that we're entertainers or anything. We are trying to motivate people to call us. All the services we're doing aren't worth a darn if people don't know anything about them." Repeated throughout the show were 24-hour telephone numbers that put callers in touch with UCO services. Viewers were invited to drop in to UCO headquarters for a chat or cup of coffee.

Instead of using the 360° radio shows, Rev. Hacker continued to use his two 15-minute radio shows broadcast Sunday morning--one "The View from Uptown," the other "The Back Home Program" ("a look at your next door neighbor's yesterdays and maybe a few of your own") which featured a guest from a different Uptown culture each week.

In addition to television and radio, UCO distributed 3,000 copies of the project newspaper to Community agencies.

UCO got 40 to 65 calls a week, some the result of 360°. "I can't give you figures, but most of those calls were a direct result of watching television and the radio that precedes and follows the TV show on Sunday mornings," Rev. Hacker said. "We have referred dozens of people to employment agencies."

"Our whole theme has been finding ways to make media work on behalf of the Community," he said, "instead of the other way around."

# # #

A PROPOSAL TO EVALUATE

PROJECT 360°

Submitted to:

Dr. Jack Lyle
The Corporation For Public Broadcasting
888 Sixteenth Street, N.W.
Washington, D.C. 20006

by:

The Research and Development Complex
Faculty of Professional Studies
State University College at Buffalo
1300 Elmwood Avenue
Buffalo, New York 14222

I. The purpose of this evaluation is to assess the impact of Project 360 on its intended audiences and on those persons who were actually exposed to it whether they fall within or outside of the target population.

II. Population

In an effort to draw upon a large enough sample population to ensure valid results, three cities with different characteristics have been tentatively identified:

1. Buffalo- target population of approximately 30,000- extensive effort to advertise the series throughout the city- follow-up planned for telephone referral service.
2. Chicago- target population of approximately 90,000- efforts focused on uptown area through the Uptown Community Organization- some referral services.
3. Phoenix- target population of approximately 30,000- large Spanish speaking audience- extensive effort to advertise (including spanish radio programs).

It is thought that a population as indicated above will provide a non-biased sample and will yield data which can be analyzed in the manner indicated in section D.

III. Evaluation Techniques

Data will be gathered by administering an identical instrument (See Appendix A) to two groups within the target population areas:

1. Structured interviews (based on the instrument) will be conducted with a sample of approximately 1% of the

target population in each of the three cities included in the study. Total sample size is projected at 1,500.

2. The instrument will be mailed to all persons who use the telephone referral service in each of the three cities. Total sample size is projected at 2,500.

The Research and Development Complex will assume the responsibility for preparing the final instrument in conjunction with staff from Project 360°and for training a group of five interviewers from different ethnic backgrounds who might easily move among the target areas to conduct the structure interviews.

IV. Data Analyses

Data analyses are expected to yield answers to the following questions:

1. What percentage of persons in the target areas are familiar with Project 360°?
2. What percentage
   - viewed the TV programs regularly?
   - viewed the TV programs sometimes?
   - used the telephone referral service?
3. How many persons used the telephone referral service?
4. Did persons who used the telephone referral service receive follow-up information?
5. Was the follow-up satisfactory?
6. What was the average education level of persons using the telephone referral service?

7. What percentage of viewers was employed?
8. What percentage of persons using the telephone referral service lives in the target area?
9. How do users rate the TV programs, the telephone referral service, the radio programs, Grit?
10. What were some of the things users liked (disliked) most about Project 360°?
11. In what ways are those who use the telephone referral service representative of the total populations within the target areas?

V. Timeline	Completion Date
1. Final selection of 3 cities to be included in the study.	May 1
2. Final revision of instrument.	May 1
3. Instrument mailed to all users of telephone referral service	May 15
4. Training of interviewers	June 15
5. Conduct of structured interviews	June 15
6. Data tabulation.	July 15
7. Data analysis and final report	August 15

APPENDIX A

SAMPLE INSTRUMENT

Dear Friend of Career Line:

You recently called Career Line and asked for information about _____. Would you please let us know how helpful this service was by answering the questions on the front and back of this page? When you have answered the questions, please mail this page in the stamped return envelope which is provided with it.

Thank you for helping us.

Sincerely,

Vayne Bliss
Career Line Coordinator

		Yes	No
1.	Did you receive follow-up information from Career 360° or Career Line?	[___]	[___]
2.	Did you receive a follow-up phone call or information from another agency (such as the Job Corps or Social Services Department)?	[___]	[___]
3.	Were you satisfied with the follow-up information?	[___]	[___]
4.	Did the follow-up information include printed materials?	[___]	[___]

The following information about yourself will be appreciated and will be kept confidential.

Age_____

Education: (highest level completed)

[__] Elementary school [__] Secondary school

[__] Post secondary certificate [__] 2 year college degree

[__] 4 year college degree [__] Other _____ (specify)

Employment Status:

[__] Unemployed [__] Employed _____ occupation

Zip Code: (of your current residence) _____

Please rate the following aspect of Career 360°

	I don't know	Very Good	Average	Very Poor
TV Programs	___	___	___	___
Career Line service	___	___	___	___
Radio Programs	___	___	___	___
Grit (Career 360° newspaper)	___	___	___	___
The Career information which you received from all of the above	___	___	___	___

Please supply comments to the following:

Some of the things I liked most about Career 360° and Career Line were: _____

_____.

Some of the things I disliked about Career 360° and Career Line were:

_____

_____

Please make any additional comments which you feel might help us improve Career 360° or Career Line: _____

_____

_____